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AUTHOR Heffernan-Cabrera, Patricia; Tikunoff, William John
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ABSTRACT

This module is designed to assist a participant in evolving the organization of a value system that supports competency-based teacher education (CBTE). The enabling objectives for this module are as follows: (a) the participant recognizes the elements of CBTE by entering into discussions about new ideas in teacher education and by responding willingly and with pleasure to dialogue about changes in teacher education and (b) the participant values the elements of CBTE by advocating CBTE as a basis for evolving change in teacher education and by actively supporting the merits of CBTE. The terminal objective of this module is that the participant will demonstrate commitment to CBTE by making a statement which incorporates the major concepts of CBTE and by expressing a preference for participation in CBTE efforts and a willingness to contribute to its growth and development. (The document includes prerequisites for the module; a description; a flow chart; steps for completing the module, including reading assignments; and a description of enabling activities, pre- and postassessment, and remediation.) (JA)

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-Patricia Heffernan-Cabrera
-William John Tikunoff

Teacher Corps: Rural-Migrant
Center for Research in Teacher Education
Phillips Hall of Education S-1001
University of Southern California
Los Angeles, California 90007

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CURRICULUM BUILDING
AFFECTIVE DEVELOPMENT re.
COMPETENCY-BASED TEACHER EDUCATION
TTL-001.02 (USC)

PERSPECTIVE

The emergence of new ideas in education is often threatening to the members of the profession. Cognitive involvement alone is not enough to ensure support of these innovations; i.e., to ensure support for competency-based teacher education, it becomes necessary to help personnel to align themselves with the philosophy underlying it. Part of that alignment consists of securing a commitment to competency-based teacher education to be reflected as organizational concepts for all education.

OBJECTIVE

Terminal Objective

The participant will demonstrate commitment to competency-based teacher education by making a statement which incorporates the major concepts of competency-based teacher education; e.g., by ascribing worth to "accountability", "criterion referenced tests", and competency-based elements; by expressing a preference for participation in competency-based teacher education efforts and a willingness to contribute to its growth and development.

PREREQUISITE

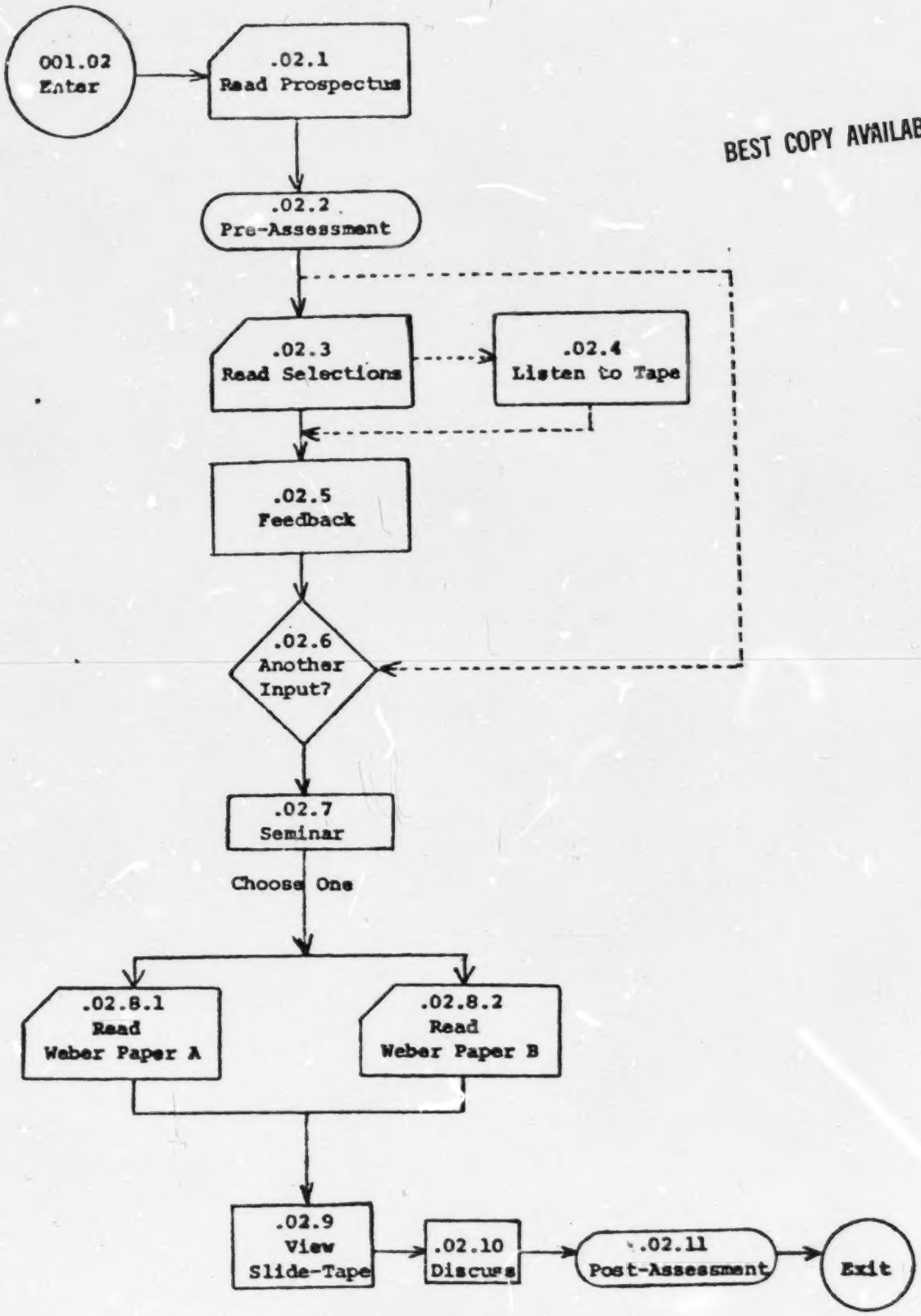
There is no prerequisite for this module.

DESCRIPTION OF MODULE

This module is designed to assist a participant in evolving the organization of a value system that supports competency-based teacher education.

The enabling objectives for this module are: (1) the participant recognizes the elements of competency-based teacher education by entering into discussion re. new ideas in teacher education, and by responding willingly and with pleasure to dialogue re. change in teacher education; and (2) the participant values the elements of competency-based teacher education by advocating competency-based teacher education as a basis for evolving change in teacher education, and by actively supporting the merits of competency-based teacher education.

FLOW-CHART TTL-001.02 (USC)



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STEPS FOR COMPLETING THIS MODULE: TTL-001.02 (USC)

001.02.1 Read the prospectus for this module. Be certain you are thoroughly familiar with all that is required. If there are questions, see a consultant before you begin.

.02.2 React to the Pre-Assessment.

.02.3 Read from among the following selections, and critique them in summary form for reproduction for the rest of the group:

Ashton-Warner. Teacher.

Brown. Human Teaching for Human Learning.
Chapter 3: "Some Affective Techniques," P. 27.
Chapter 4: "Classroom Applications: Sample Lessons and Units," P.53
(Optional-Chapter 1: "Introduction and Rationale," P.3.)

Dennison. The Lives of Children.
Chapter 1, P.7.
Chapter 12, P.252.

Holt. How Children Fail.
Part IV: "How Schools Fail," P.133.
"To Summarize," P. 163.

Jersild. When Teachers Face Themselves.
Introduction, P.1.
Chapter 4: "The Search for Meaning," P.78.
Chapter 7: "Compassion," P.125.

Leonard. Education and Ecstasy.
Chapter 1: "What Is Education?" P.1.
Chapter 8: "Visiting Day, 2001 A. D." P.139.

Postman. Teaching as a Subversive Activity.
Chapter I: "Crap Detecting," P.1.
Chapter II: "The Medium is the Message, Of Course," P.16.
Chapter XIII: "Strategies for Survival," P.207.

Rogers. Freedom To Learn.
Prologue: "Learning: What Kind?" P.3.
Chapter 1: "A Sixth Grade Teacher 'Experiments'," P.11.

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Chapter 3: "My Way of Facilitating a Class," P.57.
Chapter 4: "The Interpersonal Relationship in the Facilitation of Learning," P.103.

Rosenthal. Pygmalion in the Classroom.
Chapter 12: "Summary and Implications," P.174.
Chapter 10: "Pygmalion's Medium," P.149.
Chapter 11: "Some Methodological Considerations," P.164.

Silberman, Charles E. Crisis in the Classroom.
Chapter 3: "Education and Equality," P.53.
Chapter 4: "Education for Docility," P.113.
(Optional-Chapter 6: "The Case of the New English Primary Schools," P.207.)

Smith. Teachers for the Real World.
Chapter 1: "Deprivation, Racism, and Teacher Education," P.11.
Chapter 2: "The Teacher as a Dropout," P.21.
Chapter 5: "The Situational Teaching of Theoretical Knowledge," P.51.

.02.4 Optional: Listen to the tape recording of "Reading Roulette: Our Schools' Most Dangerous Game," a speech by Neil Postman.

.02.5 Feedback your summary(ies) to your group (process to be designed by group).

.02.6 Decision point (your choice):
--Would you like to explore another input? If so, go back to .02.4 above.
--If not, move to .02.7.

.02.7 Meet with your group to discuss as a seminar the reading selections and feedback.

.02.8 Choose one:
.02.8.1 Read Weber's "Competency Based Education," a speech.
.02.8.2 Read Weber's "Designing the Structure of the Instructional Program," a paper.

.02.9 View Competency-Based Teacher Education: An Overview, a 20 minute slide-tape presentation.

.02.10 Meet as a group to discuss the slide-tape presentation.

.02.11 React to the Post-Assessment.

PRE-ASSESSMENT: TTL-001.02 (USC)

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Answer the following questions:

(1) What is Competency-Based Teacher Education as you understand it?

(2) What is Performance-Based Teacher Education as you understand it?

(3) How do you feel about these concepts as innovation in teacher education?

DESCRIPTION OF ENABLING ACTIVITIES: TTL-001.02 (USC)

.02.3 Books:

Ashton-Warner, Sylvia. Teacher. New York: Simon and Schuster. 1963.

Brown, George Isaac. Human Teaching for Human Learning: An Introduction to Confluent Education. New York: The Viking Press. 1971.

Dennison, George. The Lives of Children: The Story of the First Street School. New York: Random House. 1969.

Holt, John. How Children Fail. New York: Pitman Publishing Company. 1968.

Jersild, Arthur T. When Teachers Face Themselves. Columbia University: Teachers College Press. 1955.

Leonard, George B. Education and Ecstacy. New York: Delacorte Press. 1968.

Postman, Neil and Charles Weingartner. Teaching as a Subversive Activity. New York: Delacorte Press. 1969.

Rogers, Carl R. Freedom to Learn. Columbus, Ohio: Merrill Publishing Co. 1969.

Rosenthal, Robert and Lenore Jacobson. Pygmalion in the Classroom. New York: Holt, Rinehart and Winston, Inc. 1968.

Silberman, Charles E. Crisis in the Classroom: The Remaking of American Education. New York: Random House. 1970.

Smith, B. Othaniel. Teachers for the Real World. Washington, D.C.: The American Association of Colleges for Teacher Education. 1969.

These books may be located in the Resources Center.

.02.4 Postman, Neil. "Reading Roulette: Our Schools' Most Dangerous Game," CATE (California Association Teachers of English) 1971 Conference, February 13, 1971, Anaheim, California.

Reading (says Postman) was originally taught to prepare students to communicate in the dominant media of that time--print--and we have continued to teach reading without questioning why. In so doing, schools are betting that learning to read is more important as a survival mechanism for the future. And they are backing this bet by diverting resources from (1) education for emotional health, (2) education in electronic communication, (3) education in problem solving, and (4) education for literacy itself. Located in the Resources Center.

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.02.8.1 Paper: Weber, Wilford, "Competency Based Education," Syracuse University. Located in the Resources Center.

.02.8.2 Paper: Weber, Wilford and Charles Rathbone, "Designing the Structure of the Instructional Program," Syracuse University. Located in the Resources Center.

.02.9 Slide-Tape: Competency-Based Teacher Education: An Overview. Center for the Study of Teaching, Room 408, 150 Marshall Street, Syracuse, New York 13210. Slide-tape materials. These materials are intended to introduce the viewer to the basic concepts, characteristics and implications of competency-based teacher education programs. Located in the Resources Center.

POST ASSESSMENT: TTL-001.02 (USC)

Answer the questions in the Pre-Assessment and compare your two sets of answers.

REMEDIATION: TTL-001.02 (USC)

This module deals in the affective domain. Because the participants working through this module are an integral key to the success of a teacher education program, they must have achieved a posture congruent with the philosophy of competency/performance-based teacher education before they can continue in their role. Any remediation necessary, therefore, will take place through personal conferences with the consultant.